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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, and a resource list, is designed to introduce the students to the public and civil service occupations. The introduction discusses the career area definition, course objectives, course strategy, evaluation, and suggested time table. The course is divided into areas of government services and functions within which the students will explore representative careers. The learning activities are organized into objectives, activities and resources and cover: introductory activities, civil service, community planning, elected politics, law enforcement, fire protection, social service, postal service, courts, related career exploration, and self-evaluation of career maturity. Teaching methods involve discussion, group work, individual lessons, field trips, interviews with resource persons, films, and simulation. The appendix contains suggestions and procedures for both field trips and exploration trips, forms for exploration trips, job titles, and a resource list. (JB)

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CAREER EXPLORATION 9 - 10

EXPLORING CAREERS

IN

PUBLIC AND CIVIL SERVICE OCCUPATIONS

First Edition
1973

CE003951

CAREER DEVELOPMENT K - 10

CINCINNATI PUBLIC SCHOOLS

ED106579

CAREER EXPLORATION

CINCINNATI PUBLIC SCHOOLS

GRADES 9-10

EXPLORING CAREERS

IN

PUBLIC AND CIVIL SERVICE OCCUPATIONS

(Tentative Copy)

First Edition

1973

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh

Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about an occupational area that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed by Mr. John A. Brunner, counselor at Campbell Junior High School. Jack Ford, an instructional consultant, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Coordinator of Instructional Services.

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I. INTRODUCTION

A. Definition of Career Area

Federal, state, and local governments employ more people than any private business or industry in the United States. In 1970, 12.6 million people were working for the government. The career opportunities found in public and civil service encompass almost every occupation found in the private sector, and some that are unique to the government. In this course, the students will have an opportunity to explore those public and civil service careers that are an integral part of government administration.

B. Course Objectives

1. To help the student identify a limited number of careers within public and civil service.

2. To help the student explore the process of locating, applying for, and securing a career in public or civil service, whether it be on a federal, state, or local level.

3. To help the student identify the qualifications necessary for these occupations.

4. To help the student compare his interests and aptitudes with those necessary for specific careers in government service.

5. To help the student participate in activities that simulate those integral tasks found in the actual performance of the given career.

6. To help the student identify a limited number of government services and avenues that will be beneficial to him as a citizen.

7. To help the student develop acceptable standards of behavior such as desirable personality, emotional control, dependability, responsibility, and loyalty.

C. Course Strategy

1. Introductory Activities

A special experience being planned for students in every career exploration course is a small-group exploration trip. Effort has been made to make this as simple as possible for the classroom teacher. As noted in Appendix B, these trips may take place before the first class meeting for those courses which are scheduled for the second, third, or fourth quarter.

2. Procedures

The student will proceed through the Student Activity Units beginning with Civil Service and Community Planning. These units form the foundation for the remaining activities and explorations. Some activities must be completed as a class unit, others in small groups or individually, at the discretion of the teacher.

This course is divided into areas of government services and functions. Within this framework, the student will explore representative careers. Those careers which are included as representative should not limit the students' exploration, but serve as a starting point. They should explore many other occupations in each area, especially those that are compatible with their own interests.

3. Evaluation

   a. A pre-test and post-test will be administered to the students to determine any change in their knowledge of and attitude toward public and civil careers.

   b. The students will, on completing the course, be able to identify five careers within government service, and describe the tasks involved, and the qualifications necessary.

   c. At the completion of the course, the students will evaluate and make suggestions for improvements.

D. Suggested Time Table

Exploration Activities

#	Title	Days	
1	Introduction	2	Class periods
2	Use of D.O.T.	1	
3	Civil Service	7	
4	Community Planning	6	
5	Elected Politics	5	
6	Law Enforcement	4	
7	Fire Protection	4	
8	Social Service	4	
9	Postal Service	5	
10	Courts	5	
11	Related Career Exploration	(variable)	
12	Self Evaluation of Career Maturity	2	

This is only a suggested time table. It can be altered at the teacher's discretion.

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

	RESOURCES
	Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

	RESOURCES
	See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

	RESOURCES
	C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

EXPLORATION ACTIVITY (INTRODUCTORY) #1 (2 day)

INTRODUCTION TO COURSE

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Discuss critically the objectives of the course. 2. Question people's attitude at work under various conditions as illustrated in a film. 3. Form a general understanding of the course outline and procedure. 4. Form some basic conclusions through the "self-analysis quiz." 5. List and discuss at least 4 important factors of good on-the-job performance. 6. Describe a wide variety of skills needed for specific jobs in this occupational area.	1. The student will be informed of the purpose of this course, what is hoped to be accomplished, and will be led into a discussion of activities involved in Career Exploration. 2. The student will defend or reject by role playing, the position of maintaining good personal appearance, attitude and conduct on the job. 3. Explain to students the relation of the course and the "Self-Analysis Quiz" to their career selection. Students will participate in this self-analysis quiz. 4. Hand out and discuss a "Job-Performance Rating Sheet" which will be administered and discussed as part of the last exploration activity in this course.	Class set of "Self-Analysis Quiz" (attached) Class set of "Job Performance Rating Sheet" (attached) "What Do We Look Like To Others" 16 mm film, 10 min., Sandler Instructional Films, Inc. Board of Education.

SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Make at least average grades	____	____	____	Make below average grades
Learn quickly	____	____	____	Learn slowly
Enjoy reading books, magazines, etc.	____	____	____	Enjoy reading comics
Like school and do extra work	____	____	____	Do only schoolwork that is necessary
Talk and write well	____	____	____	Talk and write poorly
Good planner and organizer	____	____	____	Poor planner and organizer
Like children	____	____	____	Dislike children
Patient with children's questions	____	____	____	Impatient with children's questions
Outgoing	____	____	____	Withdrawn
Popular	____	____	____	Not popular
Have large group of friends	____	____	____	A few close friends
Have confidence	____	____	____	Unsure around others
Give advice	____	____	____	Not asked for advice
Outspoken	____	____	____	Quiet
Sensitive to others	____	____	____	Insensitive to others
Trust people	____	____	____	Do not trust people
Volunteer	____	____	____	Do not volunteer
Pleasant personality	____	____	____	Do not have pleasant personality
Have a sense of humor	____	____	____	"Touchy"
Not prejudiced	____	____	____	Prejudiced

JOB PERFORMANCE RATING SHEET

NAME: _____ DATE: _____

DEPT. _____ OPERATION: _____

	EXCELLENT	GOOD	FAIR	POOR
Attendance & Punctuality				
Quality of work				
Production				
Initiative				
Cooperation with instructor				
Cooperation with other students				
Interest in job				
Meets industrial quality standards				

If the student rates "poor" on any factor

or

If the student rates "fair" on more than three factors:

Discuss with the student the areas in which he or she will need to improve, before he can attain success in his chosen field.

Remarks: _____

_____

_____

EXPLORATION ACTIVITY (INTRODUCTORY) #2

Use of the D.O.T. (Dictionary of Occupational Titles) Number:

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest.	The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

D.O.T. WORKSHEET

STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.

STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.

STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	D.O.T. CODE DESIGNATION
1.	_____	XXX._ _ _	_____
2.	_____	XXX._ _ _	_____
3.	_____	XXX._ _ _	_____
4.	_____	XXX._ _ _	_____
5.	_____	XXX._ _ _	_____

EXAMPLES OF D.O.T. CODE USAGE

JOB TITLE	D.O.T. CODE	D.O.T. CODE MEANING
High School Teacher	091.228	
	(Things)	8 - No significant relationship
	(People)	2 - Instructing
	(Data)	2 - Coordinating
Waitress	311.878	
	(Things)	8 - No significant relationship
	(People)	7 - Serving
	(Data)	8 - No significant relationship
Stock Clerk	223.387	
	(Things)	7 - Handling Things
	(People)	8 - No significant relationship
	(Data)	3 - Compiling
Auto Mechanic	620.281	
	(Things)	1 - Precision working
	(People)	8 - No significant relationship
	(Data)	2 - Analyzing data

DATA (4th digit)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7
8 No significant relationship

PEOPLE (5th digit)

0 Mentoring (Counseling)
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No significant relationship

THINGS (6th digit)

0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

EXPLORATION ACTIVITY #3

Civil Service

Most government positions are obtained through the Civil Service Commission - federal, state, or local.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Describe what the civil service is and its reason for existence. 2. Describe where one goes to find information on available positions in civil service and procedures one must follow to acquire a position. 3. Describe at least 3 general qualifications for entrance into civil service. 4. Complete correctly a civil service application. 5. Identify correct procedures for a successful interview.	1. Orally discuss the historical background of civil service. Students can describe what they already know about the civil service. Teacher can give historical perspective. 2. Listen to a representative from the federal, state, or local civil service. Discuss civil service and the opportunities within it. A representative from each level of government could speak to the class at different times throughout the course. Also, small groups could visit one of the centers. 3. Complete an actual civil service application. Keep each application in a separate folder as a beginning of each student's personal file. 4. Students view movie or filmstrip on job interviews and discuss proper dress, manners, and techniques for a successful interview.	Book: Careers in Government. Mary B. Sullivan, Chapter II. Appendix: F-1c. Appendix: F-4a. Pamphlet - Working for the U.S.A. Copies available at Federal Job Information Center, Federal Building. 684-2351. Booklet: Working for Ohio, See Appendix F-1e. Mr. William Clark, Director of City of Cincinnati Personnel Office will make applications available. Call him a couple of weeks in advance. Movie: "Job Interview: Whom Would You Hire: Three Young Men." AV Media Center #578.

OBJECTIVES	ACTIVITIES	RESOURCES
6. Participate in a simulated interview.	5. Divide students into groups of two's. Assign a particular position for which a person is interviewing and let students role-play, taking turns as interviewer and interviewee. Choose a couple groups to role-play before the group and allow the class to discuss the good and bad points.	Cincinnati Post and Times Star and Cincinnati Enquirer.
7. Identify at least 5 local federal, state, and city government occupations.	6. Using the local newspapers, the students can cut out articles dealing with civil service occupations and post them on bulletin board in classroom.	
8. Compare interests with available occupations in government service.	7. All 9th grade students took the Ohio Vocational Interest Survey in the 8th grade. All 10th graders will take it this school year. The students can compare their interests as expressed and indicated the OVIS with those career opportunities in public and civil service. A copy of the OVIS print out can be stored in each students' personal folder for future reference throughout the course.	A copy of each students' print out of the OVIS can be found in the students' cumulative folder. See counselor for details.
9. Identify careers in all areas of government service and compile a career file that would continue to grow throughout the course.	8. Create a continuing career file composed of newspaper and magazine articles, or any other items such as pamphlets, booklets, etc. about government careers. The file could be divided along the same lines as this course: civil service, community planning, etc.	Newspapers, magazines, and other printed material.

EXPLORATION ACTIVITY #4

Community Planning

Representative occupations

City Planner: 199.168 Page 769. City planners develop comprehensive plans and programs for the growth and overall revitalization of urban communities.

City Planning Aid: 199.388 Page 131. Compiles data for use of city planner in making planning studies.

Map Draftsman: 017.281 Page 218. Draws maps of cities, counties, states, and other areas showing identity of roads, communities, commercial or industrial structures, political boundaries, etc.

See Appendix for more job titles in Community Planning (Appendix F-1).

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Describe community planning and the position of a community planner. 2. Identify community planning careers and duties involved. 3. Locate careers in community planning in career kits and reference books. 4. Identify the following areas in school community: residential, commercial, industrial, public, parks and recreation.	1. Invite a representative from City Planning or Model Cities to speak on community planning and the careers involved within this area. 2. Check local newspapers for articles on community planning and bring them to class for bulletin board and entry into "career file." 3. Check through career kits and reference materials for descriptions of careers in community planning. "Land Use Map" 4. Use topographic maps of community within local school district. Divide students into groups and have them identify the following areas using color code: Residential - yellow (Houses and Apartment Buildings) Commercial - red (Stores, office buildings, restaurants, etc.)	Mr. Sanford Youkins, City Planning Office City Hall 352-3000. Mr. George Martin, Model Cities Physical Development, City Hall 352-3783. (Call 1 week in advance.) Cincinnati Post and Times Star Cincinnati Enquirer One or more student reference items should be made available to the class. (Appendix: F1 & F2.) Contact: Hamilton County Engineer 8th Floor Temple Bar Building 632-8521.

OBJECTIVES	ACTIVITIES	RESOURCES
	Industrial - purple (Factories, warehouses, etc.) Public Buildings - light blue (Post offices, firehouses, churches, schools, community centers) Parks, Playgrounds - green (Parks, public squares)	They will reproduce maps covering school community. The maps contain streets, buildings, etc. A sample of such a map is found at the end of this unit. The color code is that used nationally by all community planners. Appendix: F-1d Colored pencils will be needed.
5. Describe the use of the "Land Use Map."	5. Discuss the use of the "Land Use Map."	Use section on the use of the "Land Use Map" at the end of this unit.
6. Identify at least one career postion in community planning.	6. Arrange an exploratory trip to City Hall to visit the City Planning Office or Model Cities Physical Planning Office. They might be able to conduct a tour of Queensgate II.	Call: Mr. Sanford Youkilis City Planning Office 352-3000 Mr. George Martin Model Cities Physical Planning 352-3783
	Optional Activities	
	7. Attend a meeting of the City Planning Commission.	Open to public. It meets every Friday at 9:30 a.m. in the Council Chamber.
	8. Visit the Hamilton County Engineer's Office.	Temple Bar Building 8th Floor 632-8521

SAMPLE OF "LAND USE MAP"

Use with Following Pages

THE USE OF THE "LAND USE MAP"

City planners are constantly utilizing the "Land Use Map." Through it they can identify what and where things are in the neighborhood. They can then ask the following questions: Is the land use good? Does it lead to a good life for the people who live there?

Housing

Are there a number of different housing types that give the people a choice as to space, cost, and style? Are there any health problems because of the design of the housing? Is the housing located near parks, schools, stores, places of work, and transportation?

Stores

Are the stores conveniently located within reach of the residential areas? Do they provide the residents with a good selection of those items that they need or are there some things a person has to go elsewhere to get? Are the quality and prices good at the local stores?

Industry

Can a person find a job near his home? Do the factories create problems for the residents; such as, traffic, noise, air or water pollution?

Services

Are such services as medical, fire, and police readily available to the people of the neighborhood?

Open Spaces

Do the people have enough parks, playgrounds, and public squares within easy reach.

Transportation

Is there quick and cheap transportation to other areas of the city? Do automobiles cause any problem in the neighborhood?

EXPLORATION ACTIVITY #5

Elected Politics

Representative Positions:

Councilman - - Elected by the people of a city to represent them on Council, the law-making body of a city.

County Commissioner - Elected by the people of the county to govern public business within said county.

State Representative - Represents the people of a given area in the State House of Representatives - one of the law-making bodies of the Ohio General Assembly.

U. S. Representative - Represents the people of a given area within a state in the United States House of Representatives - one of the two law-making bodies of the United States Congress.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify at least 3 qualifications for entrance into political life 2. Identify qualifications and tasks performed of at least 3 elected positions in government. 3. Communicate in writing with an elected public official. 4. Identify tasks of elected officials.	1. Invite a local elected official (or a representative from his office) to talk about a career in politics and the qualifications and procedures for entrance into this area of public service. 2. Make a chart listing 3 elected positions on the local, state, and national level. With each of these list the qualifications necessary for acquiring the position and at least two tasks involved in each position. 3. Write a letter to an elected official about a current issue or any matter within his jurisdiction. This will be a classroom activity with the teacher guiding the students in letter writing. 4. Cut out newspaper and magazine articles portraying men and women in politics and identify the task(s) they are performing. (Include in continuing "career file".)	Write to the office of a local public official. Write well in advance in order to be certain of obtaining an official or his representative. Call the League of Women Voters for information on elected public positions (531-0600) Stationery and envelopes Cincinnati Post and Times Star Cincinnati Enquirer Time Newsweek

OBJECTIVES	ACTIVITIES	RESOURCES
5. Identify the procedures for election to City Council.	5. Conduct a mock election for City Council. Allow students to choose which party they wish to join. The parties can then form a basic platform and nominate candidates who will actively run for a seat on City Council. Campaigns could be conducted in a number of Social Studies classes. These same classes could vote for the nine council members. After the election the members of Council could meet and elect the Mayor.	Board of Elections 621-9801 League of Women Voters 531-0600
6. Describe what happens at a meeting of City Council.	6. Visit a session of the Cincinnati City Council.	Call Clerk of Council in advance. Class will then be recognized in Council meeting. (352-3000)
	OPTIONAL ACTIVITIES Movies: "The Congressman at Work" "How Our Two-Party System Works" "Our State Government" "Campaign: American Style" Slides: Cincinnati Parts I and II Speakers from League of Women Voters on: "Is Politics Your Job?" "How Responsive is City Government?" "What Makes Congress Tick?"	# 585 A. V. Media Center # 146 A. V. Media Center # 805 A. V. Media Center Cincinnati Public Library #11533 A. V. Media Center Call Mrs. Warren Cooke League of Women Voters (821-8473) CALL TWO WEEKS IN ADVANCE

EXPLORATION ACTIVITY #6

Law Enforcement

Patrolman 375.268 D.520 Patrols assigned beat on foot, using motorcycle or patrol car, or on horseback to control traffic, prevent crime or disturbance of peace, and arrest violators.

(See Appendix for more Job Titles in Law Enforcement)

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the ways in which you can become a Policeman.	1. Orally discuss the methods for becoming a patrolman by using the brochure.	Brochure Cincinnati P.D. Careers in Law Enforcement Contact Sgt. Morgan (Station X) 352-3590
2. Identify the qualifications for entering the Cadet Program.	2. Invite a Police Cadet to visit with the class and discuss the program.	Call in advance 2-3 weeks, Community Relations, Station X, 352-3000 for a Cadet to speak on the program.
3. Identify at least five assignments a Patrolman may have.	3. Invite the School Resource Officer, or any officer, to come in and discuss the many activities a Patrolman can have; the duties he must perform.	SRO in local school building.
4. Describe job activities at district police station.	4. Show the film: #573 -- American Dream-Profile in Blue	Resource Services (Iowa St.)
5. Describe the job of an FBI Agent.	5. Visit local district police station (no more than 4 students at a time). Have them report how they met and what they saw.	District Station, call 352-3000. Teacher should make arrangements prior to visit.
6. Identify various tasks of law enforcement personnel.	6. Invite a special agent from the FBI or show a film on the FBI.	Write: Special Agent, Palmer M. Bacon, Jr., Federal Bureau of Investigation USPO - Federal Building - Cincinnati, Ohio
	7. Cut out articles from local newspapers portraying people involved in law enforcement.	Cincinnati Post and Times Star Cincinnati Enquirer

EXPLORATION ACTIVITY #7

Fire Protection

Fireman: 373.884 P.279 Controls and extinguishes fires, protects life and property, and maintains equipment as a volunteer or employee of city or township.

Fire Captain: 373.168 P.279 Supervises and coordinates activities of Company of firemen assigned to specific firehouse.

Fire Chief: 373.118 Supervises personnel and coordinates activities of municipal fire department.

(For more occupations in Fire Protection see Appendix)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify qualifications necessary for firemen. 2. Identify at least 3 tasks of the following positions: Fireman Fire Captain Fire Chief 3. Identify types of equipment used by firemen. 4. Identify the many tasks of firemen. 5. Identify job titles and describe duties of at least 3 other positions in firefighting other than fireman, captain, and fire chief.	1. Discuss qualifications necessary for entrance into fire protection as a fireman. 2. Invite a member of the Cincinnati Fire Department to visit the class and speak on qualifications, duties, and promotional procedures within the fire department. 3. Visit a Cincinnati firehouse - either one near school or the firehouse at 9th & Broadway which also contains the Fire Museum. (Six students at a time) 4. Cut out local newspaper articles portraying firemen performing duties. 5. Use career files and career reference books for locating many positions within firefighting.	Sheets: "Fire Division Qualifications" and "Promotional Procedures" (attached) Write to: Fire Chief Bert Lugannani 430 Central Avenue Cincinnati, Ohio 45202 (Must write 2 weeks in advance) Call the Captain of the local firehouse. Phone number for Firehouse and Museum at 9th & Broadway = 241-6700 Ext. 70. Cincinnati Post and Times Star Cincinnati Enquirer One or more of the following references are required in the classroom: Appendix F1 & F2.

OBJECTIVES	OPTIONAL ACTIVITIES	RESOURCES
6. Identify changes in firefighting and fire prevention since 1939.	6. View a movie on firefighting and fire prevention.	Fire Library Fire Administration Building 5th & Central (Call 241-6700 and ask for film library)
7. Identify at least 3 advanatages and 3 disadvantages as a career fireman.	7. View the film: "The Fireman". Students can discuss similarities and differences in fire-fighting since the movie was filmed in 1939.	# 1101 - A. V. Media Center
	8. Make a list of advantages and disadvantages as a career fireman.	Information gained from speakers, literature, and films.

FIRE DIVISION QUALIFICATIONS

Age -- Must be 21 years to 30 years of age.

Must have a high school diploma or a G.E.D. from the military.

Must be at least 5' 8" tall and no more than 6' 3" tall.

Must weigh at least 134 pounds and no more than 213 pounds, and weight must be in proportion to height.

Eyesight must be 20/40 or better, uncorrected.

Must pass a written Civil Service examination.

Must pass an oral examination.

Must pass a rigid physical examination

Must pass a physical agility test (listed below)

Must pass an in-depth character check.

Must complete and pass a 14-week training course.

Starting salary of _____ per week.

Agility Test

Each applicant must complete the following exercises:

Push-ups -- TWELVE
Chin-ups (palms away) -- FOUR
Deep knee bend with 80 pound weight -- TWENTY
165 pound dead weight lift -- TEN
Squat thrust -- 9 IN TWENTY SECONDS
Pick-a-back carry -- 100 YARDS IN 40 SECONDS (CARRYING A PERSON OF APPROXIMATELY YOUR WEIGHT)

For further information contact

DEPARTMENT OF PERSONNEL AND CIVIL SERVICE COMMISSION

ROOM #215 -- CITY HALL -- 801 PLUM ST. -- CINCINNATI, OHIO (45202)

TELEPHONE: 352-3251 -- 352-3351

WE WELCOME APPLICANTS OF ANY RACE, RELIGION, OR ANCESTRY.

PROMOTIONAL PROCEDURE FOR CINCINNATI FIRE DEPARTMENT

FIREMAN - FIRST YEAR (YEAR OF PROBATION)

FIREMAN - SECOND YEAR

FIREMAN - THIRD YEAR

FIREMAN - FULL PAY

HOSETENDER DRIVER

LIFE SQUAD DRIVER

FIRE ENGINEER

FIRE SPECIALIST

LIEUTENANT

CAPTAIN

ASSISTANT FIRE MARSHAL

FIRE MARSHAL

ASSISTANT CHIEF

FIRE CHIEF

ALL PROMOTIONS ARE BY EXAMINATION EXCEPT FOR FIREMAN FIRST YEAR TO FIREMAN WITH FULL PAY.

EXPLORATION ACTIVITY #8

Social Services

Social Worker 195.108 They attempt to alleviate and prevent social problems and needs caused by such factors as poverty, unemployment, illness, broken homes, family problems, physical, mental, and emotional handicaps, anti-social behavior, limited recreation, and inadequate housing.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Describe at least three areas of work for a social worker. 2. Identify qualifications and methods of entry for a social worker. 3. Describe the professional knowledge and skills necessary for a social worker. 4. Identify at least three areas where a social worker can be employed. 5. Identify the many tasks of a social worker.	1. Orally discuss the type of work that is performed by a social worker. 2. Students use career files and reference books to locate careers in social work, qualifications, methods of entering, advancement, and employment outlook. 3. View film: "The Social Worker". It has an accompanying discussion guide. 4. Invite a social worker to visit the class and discuss his or her duties and where social workers are employed. 5. Cut out newspaper or magazine articles portraying social workers performing their tasks. 6. Invite Family Service to speak to class on: Social Work as a Career --- or Urban Crisis - Opportunity for Service.	Encyclopedia of Careers and Vocational Guidance Vol. II P. 275-278 - D.O.T. Vol. I and II - Encyclopedia of Careers and Vocational Guidance - Occupational Outlook Handbook Cincinnati Public Library. Call and reserve this movie a couple of weeks in advance. Cincinnati Welfare Department 628 Sycamore St. (632-6376) or a social worker who is involved in school community. Cincinnati Post and Times-Star Cincinnati Enquirer Call Daniel J. Ransohoff, Community Relations Director Family Service (381-6200)

EXPLORATION ACTIVITY #9

Postal Service

Mail Carrier	233.388	P.440	Sorts mail for delivery and delivers mail on an established route.
Mail Clerk	232.368	P.440	Receives letters and parcels and sells postage stamps, postal cards, and stamped envelopes in Post Office Station.
Postal Supervisor	232.138	P.303	Supervises and coordinates activities of workers engaged in processing mail in Post Office.
Postmaster	188.168	P.550	Supervises and coordinates activities of workers engaged in postal and related work in assigned Post Office. Organizes and supervises directly or through subordinates, such activities as processing incoming and outgoing mail, issuing and cashing money orders, selling stamps, bonds, and certificates, and collecting box rents to insure efficient service to patrons.

Other Related Postal Service Occupations:
- Mail Handlers
- Maintenance Service Workers
- Motor Vehicle Operators
- Vehicle Maintenance Workers
- Postal Inspectors
- Protection Force

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OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify qualifications and tasks for main positions in Postal Service. 2. Identify at least 5 tasks of Postal workers. 3. Identify positions involved in processing a letter. 4. Describe at least two positions involved in the Postal Service.	1. Students should look up and write down the qualifications and duties for the following Postal Service positions: Mail Carrier; Mail Handler; Mail Clerk; Postal Supervisor; Postal Inspector; and Postmaster. 2. Cut out articles from newspapers and magazines portraying Postal Service workers performing their duties. 3. Trace a letter from your home to a friend's home in a neighboring community, city, or state and identify all the postal positions that move the letter from start to finish. 4. Visit the Post Office Annex at Liberty and Dalton Discuss the attempts to automate mail handling and the effects of those attempts on careers.	One or more of the following should be made available to the students. Appendix F1 and F2 Cincinnati Enquirer Cincinnati Post and Times Star Any other paper or magazine Contact Mr. Cliff Weber at 684-5204. Tours of local branches can be arranged by calling the Station Postmaster.

OBJECTIVES	ACTIVITIES	RESOURCES
5. Identify at least two advantages and two disadvantages of an occupation as a: Mail Carrier Mail Handler Mail Clerk Mail Supervisor	5. List the advantages and disadvantages of the following postal positions: 1. Mail Carrier 2. Mail Handler 3. Mail Clerk 4. Mail Supervisor	Information gained from previous exercises.

EXPLORATION ACTIVITY #10

Courts

Judge	111.108	P.396	Arbitrates, advises, and administers justice in a court of law.
Constable			Researches former court decisions at request of judge.
Court Clerk	249.368	P.174	Performs clerical duties in court of law. Prepares docket of cases to be called.
Bailiff	377.868	P.36	Opens court by announcing entrance of judge. Seats witnesses and jurors in specified areas of courtroom. Ejects or arrests individuals disturbing proceedings.
Court Recorder	202.388	P.174	Records examinations, testimony, judicial opinions, judge's charge to jury, judgment or sentence of court, or other proceedings in court of law by manual or machine shorthand.
Lawyer (Defense)	110.108	P.415	Represents client in court.
Prosecutor (District Attorney)	110.118	P.213	An officer appointed or elected to conduct all prosecutions in behalf of the government.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Describe the main task(s) of each position involved in the court. 2. Identify at least two qualifications necessary for the positions involved in the court. 3. Describe basic court procedures. 4. Match correctly twenty-five words used in court with their definitions.	1. Students should look up and identify the following positions in court: Judge, Lawyer, Prosecutor, Constable, Court Clerk, Bailiff, and Court Recorder. 2. Discuss qualifications necessary for each of the above named positions. 3. Invite a speaker from the League of Women Voters to speak on: "What About the Courts?" or - an attorney or law student. 4. Discuss with the class these basic definitions they should know for an understanding of court procedure.	One or more of the following resources should be made available to the class: Appendix F2 and F3 Call Mr. Norman Zoller, Court Administrator (632-8346) His office is preparing a descriptive list of positions in the court along with qualifications and salary. Mrs. Warren Cooke (821-8473) Use the list of definitions at the end of this unit. Make copies of these for all the students. Mr. Rutherford, Campbell Junior High (681-1445) will assist with any questions in this area.

OBJECTIVES	ACTIVITIES	RESOURCES
5. Explore County Courthouse and identify court positions in action.	5. Visit the Hamilton County Courthouse with special emphasis on seeing an actual trial in session.	Call Mrs. Glenn (632-8331)
6. Identify those careers involved in the court through simulation.	6. Conduct a mock trial in the class. Assign or accept volunteers for all the above named positions in the court, including the accused, jury members, and witnesses. The class can make up the crime for which the defendant is accused. The jury can deliberate the innocence or guilt of the accused and reach a verdict.	Call Bill Hayes at Aiken Senior High (681-8484). Mr. Hayes has conducted mock trials in his government classes and can give information and assistance in constructing such a trial.
7. Identify the tasks and duties of court personnel.	7. Cut out newspaper articles involving careers in the courts.	Cincinnati Post and Times Star Cincinnati Enquirer

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DEFINITIONS OF LEGAL TERMS

Two types of suits:

1. Civil - A suit between individuals, companies, and corporations.
2. Criminal - An offense against a written law.

Three basic areas of law:

1. Tort - Injury or wrong to property or person.
2. Contract - An agreement between competent parties upon a legal consideration, to do, or to abstain from doing some act.

(The above areas comprise civilian)

3. Criminal - Involving an offense against law; relating to crime. (This comprises criminal law.)

Other Definitions:

Adjudication - A judgment or decision.

Alibi - A defense resorted to where the party accused, in order to prove that he could not have committed the crime with which he is charged, offers evidence that he was in a different place at the time the offense was committed.

Circumstantial Evidence - A series of facts that lead to a supposed conclusion.

Damages - The amount claimed, or allowed, as compensation for injuries sustained through the wrongful acts or negligence of another.

Defendant - The person against whom an action is brought, or an indictment found.

Dismiss - To send out of court, to drop the action.

Enjoin - To command, to require.

Evidence - Facts presented to support allegation.

Guilty - Admitting to every element and charge of the complaint.

Hearsay Evidence - Statements made by a witness on the authority of another and not from personal knowledge or observation.

Indictment	- A written accusation against one or more persons, of a crime of a public nature, referred to and presented upon oath by a grand jury.
Injunction	- Restrains a person from doing something; or commanding something to be done.
Judgment	- The decision of the court; the expression by the judge of the reason for his decisions.
Jury	- A body of men and/or women sworn to consider and deliver a true verdict upon evidence submitted to them.
Motion	- A request by counsel for a favorable ruling on a point of law.
No Contest	- A plea in criminal cases whereby the defendant tacitly admits his guilt by throwing himself on the mercy of the court and desiring to submit to a small fine.
Not Guilty	- Deny every element and charge of the crime or complaint.
Overruled	- To deny or not accept.
Plaintiff	- One who brings action.
Point of Fact	- Question dealing with the law settled by the jury.
Point of Law	- Question dealing with the law settled by the judge.
Search Warrant	- Court order to search a dwelling or specific area.
Sentence	- Judgment in a criminal proceeding (fines or imprisonment)
Subpoena	- A writ (order) commanding attendance in a court under a penalty.
Sustained	- To uphold (e.g. to uphold a motion)
Verdict	- The decision of a jury reported to the court on the matters submitted to them on the trial of a cause.
Warrant	- A court order to arrest an offender.

EXPLORATION ACTIVITY #

Individual Student Exploration into Related Careers. Because of the multiplicity of careers in this occupational area, many have been left untouched in this curriculum guide. In this exploration activity, the students can explore a related career of their choice. There are a number of related careers which are the major subject of other curriculum guides.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Identify and explore at least one additional career related to their individual interests and this occupational area. 2. Locate and record specific information related to a career of individual interest to him.	Each student selects and explores a career or job which is related to both his individual interest and the occupational area described in this curriculum guide. The students are to use career information reference located in the class room, school library, public library, their homes and community as resources to complete an "Individual Career Exploration Worksheet" which is attached.	Dictionary of Occupational Titles, Volumes I & II. Occupational Outlook Handbook 1972-73 Ed. Encyclopedia of Careers and Vocational Guidance Volumes I & II (Doubleday) Largo or SRA Career Kits Make a class set of the "Individual Career Exploration Worksheet"

INDIVIDUAL CAREER EXPLORATION WORKSHEET

1. Student's Name: _____

2. Related careers being explored:

   a. D.O.T. Number(s) _____

   b. Relationship to:

      1. Data _____

      2. People _____

      3. Things _____

3. Nature of duties or tasks performed:

   _____

   _____

   _____

4. Important qualifications

   a. Education _____

   b. Age _____

   c. Previous experience _____

   d. Other _____

5. Procedure for applying

   _____

   _____

   _____

6. In what occupational areas is this related career found? (If many, list 3 specific areas.)

   _____

   _____

   _____

7. What is the salary for this career?

   a. Starting _____

   b. Maximum _____

8. Are there chances for advancement? Name several promotional positions.

_____

_____

_____

9. Are there places in Cincinnati where you could work in this career?

_____

_____

_____

10. Name one or two resource people that you could write or phone for more information.

_____

_____

11. Are there places that you or a small group of students could visit to observe your career?

_____

_____

_____

12. Are there any books in the school library on this related career?

_____

_____

13. What can you do in high school to learn about and prepare for the career of your choice?

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

EXPLORATION ACTIVITY (2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	Each student is asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company" If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

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DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the student's development, the student must determine who he is and how he relates to his environment. He must be involved in experiences which will help him to determine his relative abilities to work with people, to manipulate tools, to sense his presence in his environment, and to comprehend laws of nature and the processes for behavioral advancements within his community.

The student will be involved with understanding his interests, aptitudes, achievements, temperament, his family peers, his society, and etc.

Economics

Students must learn to see themselves as a productive worker unit who supports his community through efficient positive efforts as a producer and consumer. He must learn that the money he receives for his work is an important factor in determining the behavior of his community through the way in which he spends his money; the way in which he is willing to work for his money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in his community.

The student must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is concerned with the student's development of a method for collecting information about jobs. It also is concerned with the student developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

Job entry levels
Performance activities
Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

The student must learn what behavior modifications (education and training) will be expected of him for certain jobs. In doing so he will learn the innate abilities he has and if these abilities can be developed to the level required to perform certain jobs he chooses for his vocation.

Students must learn which educational programs will help them to acquire the experience that will help them to develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are because they do not have the skills for their jobs.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt

with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

SAMPLE QUESTIONS FOR CAREER MATURITY

Listed on this page are sample questions related to areas of growth and development.

1. Self and Environment

   - What things have I done with any degree of success?

   - What things have I done that others have commended me for doing exceptionally well?

2. Economics

   - How much money have I earned?

3. World of Work

   - What jobs have I held? Describe them in detail.

4. Education and Training

   - What courses have I taken that would prepare me for an entry job position?

5. Employability and Work Adjustment Skills

   - What were the expectations of employers concerning the job I have held?

6. Vocational Decision Making

   - Where could I get additional information about jobs and careers?

7. Self

   - What are the things I really like to do?

   - What are the things that I don't like to do?

III. APPENDIX

A. Field Trips in Career Development

B. Procedures for Exploration Trips

C. Exploration Trip Permission Form

D. Exploration Trip Report

E. Job Titles

F. Resources

FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.

2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.

3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.

4. To thoroughly understand a career, the student needs to see the job first hand.

5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.

6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.

7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.

8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.

2. Develop an awareness of the importance of responsibility and attitude for one's work.

3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.

4. Develop an awareness of the interdependence of the student and all workers.

5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

6. Develop an awareness that workers are not necessarily associated with or limited to a specific location and an understanding that there are many kinds of work within specific sites/fields.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsibile for observance of the guidelines by participating staff members.

2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.

3. There should be planning of each trip well in advance.

4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.

5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.

6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.

7. Teachers should justify the trip in relation to their instructional program.

8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.

9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.

10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.

11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.

12. There should be well planned pre- and post-activities for each trip.

13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.

14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.

15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages).

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.

17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accomodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.

2. Notify Mr. Jerome Cousins (Education Center, 230 East Ninth St.) of the date and time for the trip.

3. Select six students from the Career Exploration class list.

4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____ (Career Course Title) which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout the year regardless of whether the course is in session.

A trip has been schedule for _____ (Date) to _____ (Name of Company) Please have this form signed and return to _____ (Teacher's Name) _____ (Room) before _____ (Date).

My son/daughter _____ has my permission to visit _____ on _____ with the Career Exploration Course _____. The group will return to school upon completion of the tour. There will be about six students in each group.

_____
Parent/Guardian Signature

_____
Date

The following teachers have been informed of my absence from class. (Teachers' signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPLORATION TRIP REPORT

1. Course Title _____

2. Student's Name _____

3. Organization or Company _____

   Address _____

   _____

4. Major Products or Service:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

5. Major Types of Jobs:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

6. What did you like best about this trip?

   _____

   _____

   _____

7. Did you see any jobs that you would like to do? List them.

   _____

   _____

8. What did you learn from this tour?

   _____

   _____

_____

Signature
Representative of Organization
Visited

JOB TITLES

1. Community Planning

City Planner	199.168	P.769
City Planning Aide	199.388	P.131
Map Draftsman	017.281	P.218
City Planning Technician*		
Community Developer*		
Urban Development Real Estate Appraiser*		
Urban Development Rehabilitation Specialists*		
Urban Development Community Relations Advisor*		
Urban Development Business Relocation Officer*		
Urban Development Technical Specialists*		

* Copies of Job Descriptions and Qualifications can be obtained through Cincinnati Personnel Office, Room 215 - City Hall (352-3253)

2. Elected Politics

City Councilman
Mayor
County Commissioner
County Treasurer
County Prosecutor
State Representative
State Senator
Governor
United States Representative
United States Senator

3. Law Enforcement

Patrolman	375.268	P.520
Policewoman	375.268	P.546
Police Detective	375.268	P.197
Crash-Squad Patrolman	375.268	P.520
Police Lab Specialist	375.388	
Vice Squad Patrolman	375.268	P.520
Park Police		
Special Agent - Federal Bureau of Investigation	375.168	P.675
State Highway Patrolman	375.268	P.686

4. Fire Protection

Fireman or Firefighter	373.884	P.279
Firefighter, Crash	373.884	P.280
Hosetender Driver		
Life Squad Driver		
Fire Engineer		
Fire Specialist		
Fire Lieutenant		
Fire Captain	373.168	P.279
Fire Marshal		
Fire Inspector	373.168	P.280
Fire Lookout	441.168	P.280
Fire Chief	373.118	P.279

5. Social Service

Social Worker	195.108	P.670
Case Worker	195.108	P.105
Child Welfare Caseworker	195.108	P.105
Family Caseworker	195.108	P.105
Parole Officer	195.108	P.105
Probation Officer	195.108	P.105
Medical Social Worker	195.108	P.105
Psychiatric Social Worker	195.108	P.105
School Social Worker	195.108	P.105
Social Group Worker	195.108	P.670
Casework Supervisor	195.168	P.105
Recreation Aide		

6. Postal Service

Mail Carrier	233.388	P.440
Mail Handler		
Mail Clerk	232.368	P.440
Postal Supervisor	231.138	P.303
Post Master	188.168	P.550
Maintenance Service Workers	638.281	P.442
Motor Vehicle Operators		
Vehicle Maintenance Workers		
Postal Inspectors		
Protection Force		

7. Courts

Judge	111.108	P.396
Lawyer	110.108	P.415
Prosecutor (District Attorney)	110.118	P.213
Constable		
Court Clerk	249.368	P.174
Bailiff	377.868	P. 36
Court Recorder	202.388	P.174

RESOURCES

1. Books, Booklets, and Pamphlets

a. Career Opportunities - Community Service and Related Specialists
Edited by: Sylvia J. Bayliss, Eli Cohen, Cleveland L. Dennard, Lewis R. Fibel, Solomon Hoberman, Andrew S. Korim, James D. Stinchcomb
J. G. Ferguson Publishing Co.; Chicago, Illinois, 1970.

b. Careers in Government, Mary B. Sullivan; Henry Z. Walck, Inc.; New York, 1964.
(Available at Professional Library, Board of Education)

c. The Civil Service Commission, Donald R. Harvey; Praeger Publishers, 1970.
(Available at Professional Library, Board of Education)

d. Community Planning Handbook, Created by C. Richard Hatch Associates, Inc.; Ginn & Company. (Call John Brunner, Courter Tech. - 681-6150)

e. Concise Handbook of Occupations, Edited by Joan M. Costello and Rita Parsant Wolfsen; J. G. Ferguson Publishing Co.; Chicago, Illinois, 1971.

f. Dictionary of Occupational Titles -- Vols. I and II.

g. Encyclopedia of Careers and Vocational Guidance -- Vols. I and II.

h. Occupational Outlook Handbook -- 1972-73 Edition

i. On the Job, Edited by Joseph L. Norton; J. G. Ferguson Publishing Co., Chicago, Illinois, 1970.

j. Yellow Pages of Learning Resources, MIT Press, Cambridge, Massachusetts.
(Call Dr. Dean Moore, Social Studies Consultant, Cincinnati Board of Education -- 369-4000)

k. Working for the U.S.A.: How to Apply for a Civil Service Job. What Government Can Offer You As a Federal Worker.
U. S. Civil Service Commission BRE-37; January, 1972.
(Pamphlet available trhough Federal Job Information Center -- 684-2351)

l. Working for Ohio, Published by The Ohio Department of State Personnel, 65 South Front Street, Columbus, Ohio 43215.
(Copies available through the Ohio Bureau of Employment Services, 1916 Central Parkway -- 852-3180

2. Career Kits

a. Chronicle Career File Kit

b. Largo Career Kit

c. SRA Career Kit

3. Field Trips

a. Civil Service

1) Federal Job Information Center -- Federal Building
Contact: Laura Keller, Chief of Indormation Center (684-2351)

2) Bureau of Employment Services, Second Floor
1916 Central Parkway (852-3100)

3) Department of Personnel and Civil Service Commission
City of Cincinnati, Room 215, City Hall
Contact: William Clark, Director (352-3253) Mr. Clark can arrange for pupils to spend part of a day with individuals at City Hall.

b. Community Planning

1) Model Cities Physical Planning Office, City Hall
Contact: Mr. George Martin (352-3783)

2) City Planning Office, City Hall
Contact: Sanford A. Youkilis, City Planner (352-3000)

3) Hamilton County Engineer, Temple Bar Building, 8th Floor
(Call in advance: 632-8521) No more than six students.
Students can see maps of County.

4) City Planning Commission. It meets every Friday at 9:30 A.M. in the City Council Chamber. Open to the public.

c. Elected Politics

- Meeting of Cincinnati City Council.

d. Law Enforcement

1) District Police Station (Call in advance: 352-3000).
No more than four students.

2) Central Station and Jail (352-3000).

3) Station X (352-3000).

e. Fire Protection

1) District Firehouse -- Call the Captain of the station in advance.

2) Fire House and Museum at 9th and Sycamore (Call 241-6700, Ext. 70).

f. Social Services -- (No trips available).

g. Postal Service

1) Post Office Annex -- Contact Mr. Cliff (684-5204).

2) Local branches of Post Office -- Call the local station Postmaster.

h. Courts

- Hamilton County Courthouse -- Contact Mrs. Glenn (632-8331).

4. Resource People and Organizations

a. Civil Service

1) William Clark, Director of Personnel and Civil Service Commission, City of Cincinnati, City Hall, Room 215 (352-3253).

2) Laura Keller, Chief of Federal Information Center, Federal Office Building (684-2351).

3) Joan Berry, Seasongood Good Government and National Civil Service League Committees -- 1605 Crosley Tower, University of Cincinnati (475-9566)

4) Jack Buckley, County Personnel Director, Hamilton County Courthouse, Room 224 (632-6000).

5) Don Sheehan, Area Manager -- Ohio Bureau of Employment Services 1916 Central Parkway

b. Community Planning

1) George Martin, Director of Model Cities Physical Planning Office City Hall (352-3783)

2) Sanford A. Youkilis, City Planner, Cincinnati City Planning Commission (352-3000)

3) Mrs. Margaret Lotspeich, Director of City Planning University of Cincinnati (475-3988)

4) John W. Kirkwood, Director of Federal Housing Administration (684-3451)

c. Elected Politics

- Mrs. Warren Cooke, League of Women Voters (821-8473)

d. Law Enforcement

1) Mr. Robert Morgan, Cincinnati Police Department

2) School Resource Officers

e. Fire Protection

- Fire Chief Bert Lugannani - 430 Central Avenue, Cincinnati Ohio 45202
(Write to the Chief two weeks in advance)

f. Social Services

1) Dolores E. Wagner, Hamilton County Welfare Department
628 Sycamore Street, Cincinnati Ohio (632-6370)

2) Daniel J. Ransohoff, Community Relations Director
Family Service of Cincinnati Area - 2343 Auburn Avenue (45219)

g. Postal Service

- Cliff Webber, Post Office Annex, Liberty and Dalton (684-5204)

h. Courts

1) Norman Zoller, Court Administrator - Room 332 Hamilton County Court House (632-8346)

2) Mrs. Glenn - Hamilton County Court House (632-8331) Call her for tours of the Court House.

3) Mrs. Warren Cooke, League of Women Voters (821-8473)

i. Others

1) Donald F. Flemer, Executive Director - National Conference of Christians and Jews - 1331 Enquirer Building - 617 Vine Street, Cincinnati, Ohio 45202 (381-4660)
(Literature, films, filmstrips, and speakers on many topics)

2) Urban League of Greater Cincinnati, 2400 Reading Road, Cincinnati, Ohio 45202 (721-3160)

3) Model Cities - 222 East Central Parkway, Cincinnati, Ohio 45202 (621-3115)

5. Audio-Visuals

a. Films

"Is a Career in Government For You?"
(This film may be available through Wayne Minnich)

"Job Interview: Whom Would You Hire: Three Young Men"
578 - Resource Services

"Job Interview: Whom Would You Hire: Three Young Women"
577 - Resource Services

"The Congressman at Work"
585 - Resource Services

"How Our Two-Party System Works"
146 - Resource Services

"Our State Government"
805 - Resource Services

"Campaign: American Style"
Cincinnati Public Library

"The Thin Blue Line"
Modern Talking pictures (421-2516)

"The Fireman"
#1101 - Resource Services

"The Social Worker"
Cincinnati Public Library

b. Slides

"Cincinnati - Parts I and II"
#11533 - Resource Services

c. Filmstrips and Records

"Your Interview"

"Preparing for the Jobs of the 70's"